

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents methodological aspects of the present study to answer the two research questions previously stated in Chapter I. It includes a collective term for the structured process of conducting research which deals with how to design, collect and analyze data to answer the problems of the study. Therefore, research design, research site and participants, data collection method, research procedure and data analysis will be discussed below.

3.1 Research Design

In order to answer the research questions previously stated in Chapter I; 1) what are the students' perceptions on the use of Kahoot in learning English. 2) How are the students' engagements in learning English via Kahoot in class? The present study used descriptive qualitative analysis method. As stated by Creswell (2013), a qualitative method makes the researcher seek for creating the significance of a phenomenon from the participants' views, or attitude of past event which means identifying a culture sharing group and studying how it expands shared patterns of behavior over time. In addition, Malik and Hamied (2016) provide that the purpose of qualitative research is to gain a rich and complex understanding of a specific context or phenomenon in depth rather than generalization to other geographical areas or population. Qualitative research is frequently referred to research studies which investigate the quality of relationships, activities, situations or materials (Fraenklen & Wallen, 2006). Hence, this qualitative method is considered to be an appropriate method for this research because it focuses on capturing real life situation concerning the use of Kahoot in learning English.

3.2 Research Site and Participants

This study was conducted in an "A" level accreditation junior high school in Bandung. This specific school was chosen as the site for this study because of several reasons. The first reason being the researcher was familiar with the students in school. The second reason was the researcher was given the permission by the headmaster and the teachers to conduct a research in this school. The last reason was because the school provided some facilities to support instructional media such as LCD projector and digital class.

This study was intended to explore the students' perceptions and engagement on the use of Kahoot in learning English; hence the 8th grade junior high school students in the academic year of 2018 were chosen as the participants of this study. They were selected as the participants mainly because of their experiences of learning English during the previous grade and also because they were familiar with the implementation of Kahoot in English class.

3.3 Data Collection Method

Some instruments were used in collecting the data in order to answer the two research questions which gained a richer and deeper understanding of the phenomenon under the study. The processes of data collection are elaborated as follows.

3.3.1 Instrumentations

This study utilized three instruments to collect the data which were questionnaires, interviews and observation. These three instruments were used to find out the different perceptions of students on the use of Kahoot in learning English and how are the students' engagements in learning English via Kahoot. The detailed explanation of each instrument is explained below.

3.3.1.1 Questionnaire

Questionnaires are printed forms that ask the same questions of all individuals, it is used to record respondents' answers verbally (Gall & Borg, 2007). As claimed by Arikunto (2006), in collecting the data, questionnaire is very beneficial in gaining information about individual's thinking if knowledge. Siniscalco & Auriat (2005) mention that questionnaire should be standardized in which each respondent is exposed to the same questions and the same coding system of responses. The questionnaire was distributed to all the participants in the class. The questionnaire was in the form

of close-ended questionnaire in order to maintain the consistency of the responses among other participants. According to Creswell (2008), the close-ended questionnaire was useful to deliver data that was identified with the issue of the research.

The purposes of this instrument were to obtain students' perceptions on the use of Kahoot and how Kahoot engages students' in learning English. In this research, the close-ended questions were in the form of Likert scale for gathering the information. The questionnaire was written in Bahasa Indonesia to make it easier for the students to express their opinions and to avoid misunderstanding while answering the questionnaire. The main aspects covered in the questionnaire were students' perceptions and engagement on the use of Kahoot in learning English. To discover the students' responses, there were four ranges of Likert scale that cover four dissimilar categories which the students were allowed to choose one of the range numbers for each statement that was appropriate with their thoughts. Likert scale was used to measure people's opinions, responses and their attitudes related to the social phenomenon (Sugiyono, 2009). The reason why the researcher chose the Likert Scale is to avoid the students to be biased when they answer the questionnaire. Besides that, the reason of using the scale is to take a look at the students' answers whether they are positive or negative.

3.3.1.2 Interview

According to Ary, Jacobs and Sorensen (2010), interview is one of the most widely used and basic method for obtaining the data in qualitative research. Other than that, interview is also used to gather data from people about their opinions, beliefs and feelings about certain situations in their own words. There were three purposes of interview in a study (Cohen, Manion and Morrison, 2018). The first purpose it is used as the principal means of gathering on the research objectives. The second purpose is to test hypothesis or to suggest a new hypothesis. The last purpose is it can support the other methods which are used in a study. Interview was used in this research to strengthen, clarify and confirm the answer from the questionnaire which was distributed to the respondents.

In this particular interview, ten open-ended questions were prepared. As defined by DeMarrais (2004), interview is a process where a researcher and participants engage in a conversation focused on a question related to a research study. Supporting the theory, Fraenkel and Wallen (2009) claim that open-ended questions allow more freedom of responses and permit follow up by interviewer which gives an opportunity to the researcher to ask expanded questions regarding to the responses from the participants. Ten open-ended questions became a guideline for the data of the research to support the main data from the questionnaire.

The questions for the interview session were slightly similar with the statements on the questionnaire which were aimed to obtain strong and valid answers to the first research question which is about the students' perceptions on the use of Kahoot. The interview questions were taken from several questions of the questionnaire. In order to acquire deeper meaning of the answers and to avoid misunderstanding, the interview session was conducted in Bahasa Indonesia and everything was recorded using an audio recorder. The final result of the interview was used as the clarification and confirmation of the diverse questionnaires' result showed.

The research used purposive sampling to obtain the interviewee from the 8th grade students in English class. Teddlie & Yu (2005) state that purposive sampling techniques are primarily used in qualitative studies and might be defined as selecting units (eg, individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study's questions. Five students were selected as the interviewees from the English class according to their answers on questionnaire. The five students were selected mainly based on their perceptions on the use of Kahoot in learning English. The interview session was used as the supporting instrument in obtaining the data about students' perceptions on the use of Kahoot.

3.3.1.3 Classroom Observation

Observation is one of the instruments to collect the data in a qualitative research. Fraenkel and Wallen (2006) claim that observation is conducted to get more detailed and accurate information about what the students and the teacher do in the class rather than the interview does. Moreover, Hamied & Malik (2014) point out that during the fieldwork, the behavior, actions and communication pattern were observed and written in details. In addition to that, Patton (1990) states that observational data can display the situation of the classroom originally.

In this research, the observation was conducted during the teaching and learning process. There were two observers involved in this research which were a teacher-researcher as a participant observer and a colleague as an external observer to support the validity of the instrument. According to Creswell (2012), he states that the external researcher has to record the information by taking observation notes when the teacher-researcher is participating in the activities. Hence, in this particular study, the non-participant observer observed the use of Kahoot in learning English in classroom and noted it on the classroom observation checklist. All the class activities were also video recorded and as a support of the data that had been noted on the observation checklist. Fraenkel and Wallen (2009) also claim that videotaping can be replayed several

times for checking and correcting the data. The classroom observation was conducted in a total of two meetings. Each meeting took approximately 80 minutes.

3.3.2 Research Procedure

Each of the procedure of the research is described as follows.

3.3.2.1 Choosing Materials

The material chosen for the teaching and learning process during the classroom observation research was taken from the book titled: *When English Rings a Bell* (8th grade). The materials consisted of possessive pronouns, comparatives and superlative adjectives, prepositions of place and there is/are. The first material which was about the possessive pronouns consisted of 15 questions altogether. The second material that was used on Kahoot was about comparatives and superlative adjectives. These materials involved 15 questions and the researcher develop the questions based on the “*When English Rings a Bell*” book. For the third material, it was about prepositions of place that included 20 questions altogether. Lastly, the fourth material was about there is/there are. The questions prepared about this material on Kahoot were 20 questions. Some of the students were still confused about using there is/are properly.

3.3.2.2 Preparing the Lesson Plan

There were two lesson plans designed used in this research. The two lesson plans were aimed to find how the students’ engagements in learning English via Kahoot are. The lesson plans were developed appropriately to the standard competencies in the 8th grade curriculum and also in line with the objectives of this whole study. Both of the lesson plans were used as guidance for the teacher to follow throughout the teaching and learning session.

3.3.2.3 Conducting the Classroom Observation

The classroom observation was done in two meetings in a total of two days. It involved a total of 29 students. This was aimed to explore how the students’ engagements are. When the teaching and learning process was conducted, there was also a video-recorder to record the students’ engagements when Kahoot was used in the class. The researcher, who acted as a participant observer prepared a classroom observation for the non-participant observer checklist as a guidance to see what aspects were used in order to answer the second research question of the study.

3.3.2.4 Distributing Questionnaire

The questionnaire was distributed to all 29 students after the second classroom observation. The questionnaire consisted of 20 close-ended questions and it took up 10 minutes of the students’ time. There were two purposes of distributing questionnaire to the students. The first reason was to find out the students’ real perceptions on the use of Kahoot in learning English. The second reason is to determine the students’ engagements when Kahoot was being implemented in English classroom. The statements used in the questionnaire were to determine whether students’ perceptions on the use of Kahoot in learning English were positive or negative. It can be seen in the amount of the respondents choosing to agree or strongly agree for the positive perception while disagree and strongly disagree for the negative perception.

3.3.2.5 Conducting Interview

Interview was conducted after the two instruments which were classroom observation and questionnaire were completed. The interviewees consisted of five students based on their answers in questionnaire and the questions were in the form of open-ended questions. Each of the interview session took up approximately around 5 to 10 minutes and it was recorded using an audio recorder. In elaborating the data of the interview, each of the conversation was then transcribed in line with what the researcher determined to obtain from this research which was the students’ perceptions on the use of Kahoot. Interview session was generally conducted as the supporting data of the first research question.

3.4 Data Analysis

3.4.1 The Analysis of Questionnaire

The first step in analyzing the data was from the questionnaire. The questionnaires were employed to reveal the students' perceptions and their engagement on the use of Kahoot in learning English. There were four ranges of Likert scale to find out about the students' perceptions and motivation which cover four different categories. Every statement had agreement which were "strongly agree", "agree", "disagree" and "strongly disagree". This research used the most frequent degree of agreement chosen by the participants as a way to analyze the data in a frequency distribution.

Table 3.1 Students' Questionnaire

Categories	Strongly Agree	Agree	Disagree	Strongly Disagree
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The participants were expected to tick (✓) on the column provided based on their own options for letting the researcher knows what their choices were. The researcher calculated the degree of each statement and used the percentage formula to analyze the questionnaire data. The researcher obtained the data by calculating how many research participants chose 'strongly agree', 'agree', 'disagree' and also 'strongly disagree' for each and every statement of the questionnaire using percentage.

3.4.2 The Analysis of Interview

There were few stages in analyzing the data through the interview session. All the data collected from students' interview were transcribed, categorized and interpreted to answer the research questions. First, the researcher transcribed the data based on the audio recording from a verbal interview into a written text. Next, the researcher determined which data and materials might be relevant to the research as well as reduced inappropriate data. Third, the data were connected to the theories in order to answer the two research questions.

3.4.3 The Analysis of Classroom Observation

The classroom observation data was analyzed thoroughly from the recorded videos during the activities in the classroom. The footage of the recorded videos was very helpful to detect the real situation in the classroom. Other than that, it was beneficial in a way of getting more information about the classroom activities. Furthermore, the recorded videos also supported the data from the observation sheet. Then, the results were elaborated descriptively supported by some evidences to further toughen the result.

3.4 Concluding Remarks

This chapter has presented the methodology of the research that covers the research design, research site and participants, data collection method and data analysis. After explaining the related methodological aspects of the research, the next chapter is going to discuss and analyze the data obtained from the research data collection technique.